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ABSTRACT

The Accreditation Committee of the Association for Educational Communications and Technology (AECT) surveyed 152 graduate level programs in the area of educational technology in order to determine (1) the level and thrust of current professional education programs, (2) the effect of current AECT guidelines on program development, (3) the accreditation standing of programs and institutions, (4) the perceptions of program directors of any possible impact of an accreditation program conducted by AECT, and (5) reactions to alternative AECT activities in support of program development and improvement. From the 105 questionnaires returned, conclusions drawn include the fact that program directors are aware of current efforts on the part of AECT to strengthen graduate programs in educational media and technology, but that such efforts presently have little impact on program design. However, the survey also indicated that there is support from the field for the establishment of a formal active accreditation program conducted by AECT, and that AECT can and should do more in the area of program accreditation. (Author/MER)

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ATTITUDES TOWARD ACCREDITATION:

FINAL REPORT

OF A NATIONAL SURVEY OF GRADUATE MEDIA EDUCATIONAL PROGRAMS

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September 1980

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This paper has been prepared as a report to the members of the Accreditation Committee, the Curriculum Commission, and the Board of Directors of the Association for Educational Communications and Technology. Conclusions presented in the paper reflect the opinions of the author and do not necessarily reflect offical policy of the Association.

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INTRODUCTION

The Council on Postsecondary Accreditation (1967), which is the national body which approves accreditation agencies, has set forth six major purposes for an accreditation program:

1. Maintaining quality in programs and their products through the development of criteria and guidelines for assessing educational effectiveness.
2. Encouraging improvement through continuous self-study and planning.
3. Assuring the educational community, the general public, and other agencies or organizations that an institution or program has both clearly defined and appropriate objectives, maintains conditions under which their achievement can be reasonably expected, appears to be accomplishing them substantially, and can be expected to continue to do so.
4. Providing counsel and assistance to established and developing institutions and programs.
5. Encouraging diversity of programs as long as qualitative standards are maintained.
6. Endeavoring to protect institutions against encroachments which might jeopardize their educational effectiveness or academic freedom. (p. 3-4)

These purposes are reflected in both past and current activities of the Association for Educational Communications and Technology in the area of program improvement. AECT has a long and active history of involvement in the accreditation of instructional programs (Bergeson, 1973; 1974; Grady & Bergeson, 1974). A major portion of this involvement has been in cooperation with the National Council for the Accreditation of Teacher Education (NCATE). Activities have ranged from the production of general guidelines for the use of media in teacher education (Association for Ed-

ucational Communications and Technology, 1971) and guidelines for advanced programs in educational communications and technology (AECT, 1974) through the training of NCATE evaluation team members during the annual AECT convention and the participation of AECT members on NCATE teams.

In recent years, general questions about the effectiveness and form of accreditation (Orlans, 1975; Coonrod, 1976; Young, 1976; Atkin, 1978; Arnstein, 1979; Thrash, 1979) and specific questions concerning the direction of NCATE (Hermanowski, 1978) as well as the development of a number of advanced programs which did not fall under the administration of departments or schools of education lead the AECT Board of Directors to question the existing relationship with NCATE. The AECT Accreditation Committee was charged in 1979 to:

> Consider the advisability of accreditation of educational technology instructional programs by AECT; if advisable, prepare a proposed time line for implementation of such accreditation, this to be submitted to the Board of Directors. (AECT, 1979, p. 15)

In order to meet the charge, the Committee conducted a number of activities. This paper is a report of one of the major activities, a survey of the graduate level programs in the area of educational technology in order to determine: (1) the level and thrust of current professional education programs, (2) the effect of current AECT/NCATE guidelines on program development, (3) the accreditation standing of programs and institutions, (4) the perceptions of program directors of any possible impact of an accreditation program conducted by AECT, and (5) reactions to alternative AECT activities in support of program development and improvement.

SAMPLE

The population surveyed in this study consisted of 152 institutions which had been identified as offering formal degree programs in instructional technology and/or educational media in one or more of five recent directories of graduate level programs[1]. In order to determine if the sample contained a balance of both well established and developing programs, the identified institutions/programs were rated as either "well known" or "less known" on the basis of national visability[2]. Of the institutions surveyed, 73 were rated as "well known" while 79 were rated as "less known" programs. As indicated in Table One below, a total of 105 (69.3 percent) of the questionnaires were returned. The percentage

TABLE ONE: Sample and Total Responses

	WELL KNOWN PROGRAMS	LESS KNOWN PROGRAMS	TOTAL
Questionnaires Sent:	73	79	152
Questionnaires Returned:	61	44	105
Percentage of Return:	83.6	55.9	69.3

of return from "well known" programs was considerably higher (83.6 percent) than that from the "less known" programs (55.9 percent). This is probably due to the fact that a number of the programs in the "less known"

[1] A complete listing of institutions surveyed as well as the sources of information concerning programs is provided in APPENDIX A.

[2] To be considered "well known" a program had to be listed in any two of the three most recent directories used to compile the sample listing.

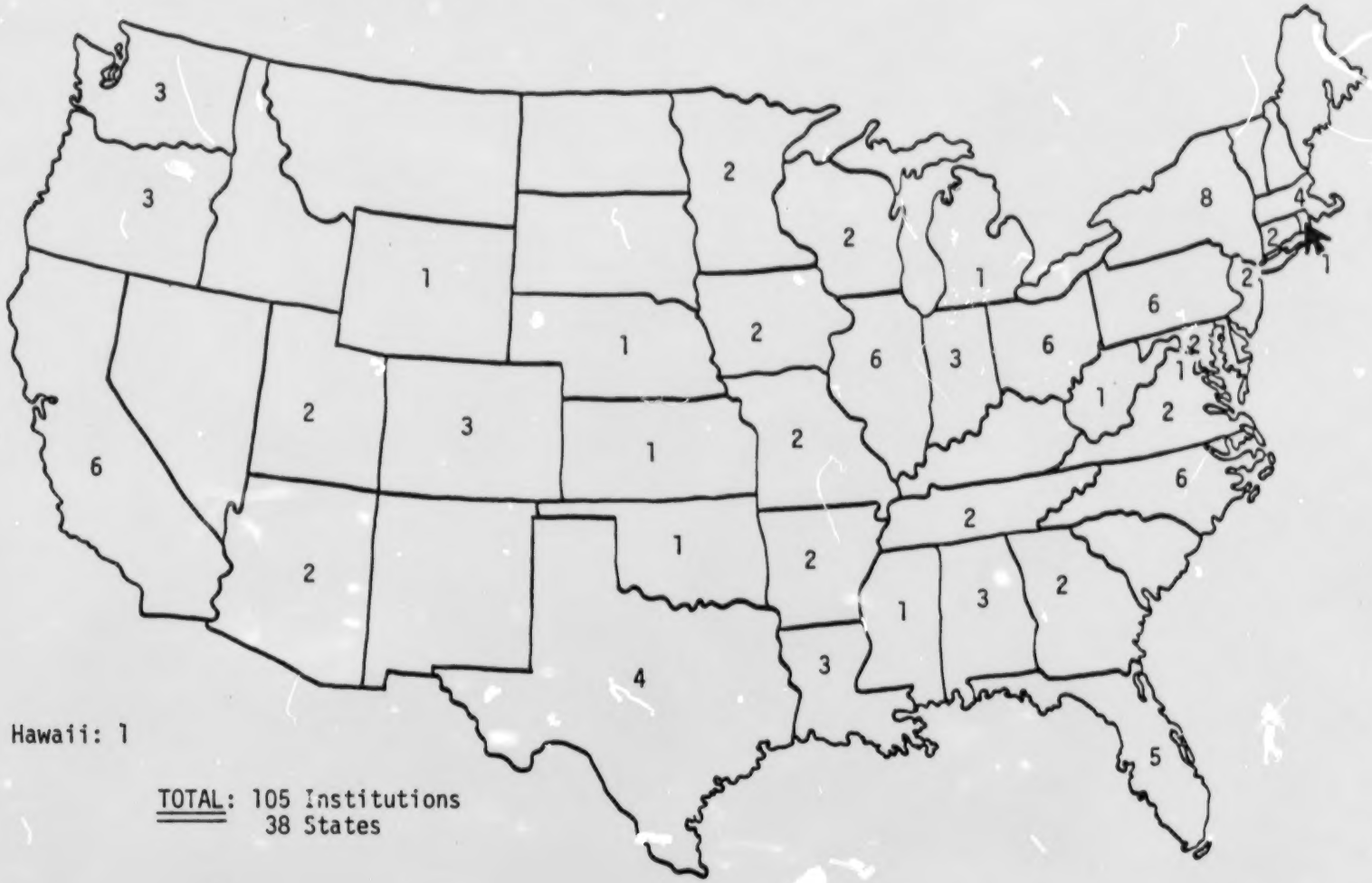

FIGURE ONE: Geographical Distribution of Responding Programs

catagory have either been discontinued or are not yet operational. The returns came from a total of 38 states (See Figure One on page 4 for the full geographical distribution of respondants) with a range of from one to eight institutions in each of these states responding. Of the responding programs, 80 (76.0 percent) were headed by members of AECT.

PROGRAM LEVEL AND THRUST

The questionnaire asked that the respondants indicate the degree level (Undergraduate, Master's, Specialist or 6th year, and Doctoral) of the media program within their institution. 102 institutions indicated that a degree was granted at the Master's level with a concentration in some aspect of educational media or instructional technology. 34 institutions offered degrees at the Undergraduate level, 40 at the Specialist, and 38 at the Doctoral level.

Respondants were also asked to indicate if their program offered a concentration in the three areas of professional training (media management, media product development, and instructional program development) identified in AECT certification and accreditation guidelines and to also identify other areas of concentration within their program. A number of responding institutions indicated concentrations in the area of school media specialist training. Because this area is equivalent to the media management area, such programs were reclassified if the institution did not indicate a program in media management. The full breakdown of degree programs by areas of concentration is presented in Table Two on the following page.

TABLE TWO: Program Level and Thrust of Reporting Institutions

	Undergrad (4 year)	Master's (5th year)	Specialist (6th year)	Doctoral
Total Institutions Reporting Degree Programs at this Level	34	102	40	38
PROGRAM THRUST:				
Media Management:	27	85	33	24
Media Product Development:	22	73	24	17
Instructional Program Development:	6	71	27	32
Other*:	7	37	15	17
*Selection/Evaluation of Media		2		
Information Science/Computers		4		
Librarianship	1	4	2	
General Media Studies	2	10	2	3
Computer Based Education		2		1
Individualized Instruction	1	2	1	1
Multi-Sensory Mtls Utilization		1		
Reading Guidance/Literature	2	2		
Diffusion and Adoption			1	1
Research and Theory		2	1	6
Instructional Television		1	1	1
Biocommunications		1	1	1
Business/Industrial Training	1	2	2	1
Application/Evaluation of ID		2	2	1
Design		2	1	
Supervision			1	1

The largest number of reported programs was in the area of media management at the Master's degree level (85 programs). The concentration in media management programs held constant at both the Undergraduate and Specialist degree levels. At the Doctoral level, however, the largest number of reported programs was in the area of instructional program development. Of the other program thrusts reported, the most common were general media studies at the Master's level (10 programs) and research and theory at the Doctoral level (6 programs).

EFFECT OF CURRENT GUIDELINES

In order to determine the effect of current AECT guidelines for graduate programs in educational communications and technology, respondants were asked to indicate if they were aware of the guidelines, if the guidelines had been considered in the design of their program, and if their program closely followed the criteria set forth in the guidelines.

TABLE THREE: Reported Effect of Current AECT/NCATE Guidelines

	Program Headed by AECT Member		Program Head Not AECT Member		Well Known Programs		Less Known Programs		TOTAL	
	n	%	n	%	n	%	n	%	n	%
TOTAL:	80	100.0	25	100.0	61	100.0	44	100.0	105	100.0
Aware of:	76	95.0	20	80.0	57	93.5	39	88.5	96	91.2
Considered:	52	65.0	12	48.0	38	62.3	26	59.0	64	60.9
Followed:	23	28.8	4	16.0	16	26.2	11	25.0	27	25.7

96 of the responding programs (91.2 percent) indicated that they were aware of the AECT Guidelines for Advanced Programs in Educational Communications and Technology which were designed for use within the NCATE accreditation process. This is a very good response since only 77.9 percent of the programs indicated that they were accredited by NCATE (see following section). However, only 64 (60.8 percent) indicated that the guidelines were considered in the design of their program and 27 (25.7 percent) were able to say that their program closely followed the guidelines. The percentages considering and following the guidelines were higher for programs headed by AECT members but even of these programs only 28.8 percent would say their program followed the guidelines. Although there was a slighly larger percentage of the "well known" programs which followed or considered the guidelines, there appeared to be no real differences between the two groups.

CURRENT ACCREDITATION STATUS

One of the major areas of concern on the part of college and university administrators is the number of organizations which are currently accrediting programs and the resulting costs in both time and money for accreditation. In order to gain insight on the extent of this problem, the respondants were asked to indicate the current accreditation status of their institution and program. The results are presented in Tables Four and Five on the following page. One problem in the analysis of the responses, however, needs to be pointed out. Hermanowicz (1978) reports:

> Across the nation there are 1,367 schools, colleges, and departments of education in higher education institutions with state-approved programs for preparing teachers. This represents about 72 percent of all U.S. four-year institutions of higher education. Of these 1,367 institutions, 93 have not acquired regional accreditation. Slightly less than 40 percent of these institutions (540) are NCATE accredited. (p.34)

In spite of this, a large number of programs did not indicate that they were accredited by a regional accrediting association. It was necessary in such cases to adjust the reported data in order to obtain a more accurate reflection of current status.

TABLE FOUR: Accreditation Status of Reporting Programs

	n	%
Accredited by 1 organization:	6	5.7
Accredited by 2 organizations:	33	31.4
Accredited by 3 organizations:	61	58.0
Accredited by 4 organizations:	5	4.8

TABLE FIVE: Organizations Accrediting Reporting Institutions

	n	%
Regional Associations:	105[1]	100.0
NCATE:	82	77.9
State Departments of Education:	79	75.1
ALA:	5	4.8
Other:	4[2]	3.8

[1] adjusted total

[2] State Boards of Higher Education (2 programs), ASTD (informal by local chapter), and NASDTEC

POSSIBLE EFFECT OF AECT ACCREDITATION

In order to determine the possible effects of an accreditation program by AECT on the growth and development of graduate programs in educational media and technology, respondants were asked to indicate their reaction to four statements dealing with such effects on a five point scale of from "strongly agree" to "strongly disagree." Total raw responses and

TABLE SIX: Perception of Possible Effects of an AECT Accreditation Program

	RAW RESPONSES					
	Agree			Disagree		
	1	2	3	4	5	MEAN
Result in stronger institutional support						
Well Known Programs:	13	20	13	10	3	2.49
Less Known Programs:	12	17	7	6	4	2.41
TOTAL SAMPLE:	25	37	20	16	7	2.46
Assist in job placement of graduates						
Well Known Programs:	7	29	12	8	3	2.51
Less Known Programs:	9	18	11	4	4	2.48
TOTAL SAMPLE:	16	47	23	12	7	2.50
Would be considered in hiring faculty						
Well Known Programs:	13	30	5	8	3	2.29
Less Known Programs:	13	14	15	3	1	2.24
TOTAL SAMPLE:	26	44	20	11	4	2.27
Would affect program thrust and design						
Well Known Programs:	8	33	7	6	5	2.44
Less Known Programs:	12	22	9	1	2	2.11
TOTAL SAMPLE:	20	55	16	7	7	2.30

mean responses are presented in Table Six. In general, there was agreement with each of the four statements, with the strongest agreement being with the possible effect of an existing accreditation program on the institutions own hiring practices. In some cases, as was pointed out by one respondent in the comments section, agreement that there would be an effect does not necessarily mean that the respondant felt that the effect would be positive--particularily if such a program served to restrict freedom of program design and diversity within the field. Agreement with each of the statements was stronger by the "less known" programs than by the "well known" programs. In both cases, however, the least positive agreement was a 2.51 on a scale of from 1 to 5.

POSSIBLE DIRECTIONS FOR ACCREDITATION ACTIVITIES

AECT is currently engaged in a number of activities which are designed to aid and strengthen program growth and direction. A number of other possible activities have been suggested. In order to obtain an indication of the direction for future activities of the AECT Accreditation Committee, respondants were asked to indicate activities which AECT should consider as it explores the available alternatives. Some of the activities, such as the development and publication of criteria for use in accreditation by other organizations such as NCATE, are (to a degree) currently being carried out. If it is seen as a priority area by the programs, however, there is much more that could be done by the association in this area--specificaly in conjunction with regional and state department of education accreditation. Table Seven presents the results from

TABLE SEVEN: Reactions to Possible Accreditation Activities

	YES		BLANK		NO	
	n	%	n	%	n	%
Development/Publication of Criteria						
Total	94	87.3	5	4.8	6	5.7
AECT Members:	74	92.5	3	3.8	3	3.8
Qualitative Program Directory						
Total Sample:	91	86.5	6	5.7	8	7.6
AECT Members:	68	85.0	4	5.0	8	10.0
Cooperative Accreditation Program						
Total Sample:	68	64.6	8	7.6	29	27.6
AECT Members:	54	67.5	6	7.5	20	25.0
Independent Accreditation Program						
Total Sample:	45	42.8	13	12.4	47	44.7
AECT Members:	34	42.5	10	12.5	36	45.0

the first four of these alternatives.

Three of the alternatives being considered--development and publication of criteria for use by established accreditation agencies, the development of a program directory which reflects elements of program quality, and development of an educational technology accreditation program built upon prior NCATE or regional accreditation--received strong endorsements by the respondants. The development of a totally independent accreditation program by AECT was the only alternative which received more negative than positive responses. However, an examination of the responses disclosed that many respondants were treating this item and the item on cooperative programs as an either-or situation. If they checked yes for the coopera-

tive accreditation program, they would check no for the independent program. Many of those who were positive toward the independent accreditation program were opposed to the cooperative program. In order to determine the degree of support and opposition to any form of an active accreditation program by AECT, the data was consolidated in order to determine the percentage of respondants who rejected all active programs and those who favored one or the other alternative. The results of this analysis is presented in Table Eight. Only 15.2 percent of the total respondants

TABLE EIGHT: Combined Reactions to Active Accreditation Alternatives

	FAVOR				BLANK		REJECT			
	Both		One				One		Both	
	n	%	n	%	n	%	n	%	n	%
Total Sample:	32	30.4	49	46.6	4	3.8	4	3.8	16	15.2
AECT Members:	25	31.3	38	47.5	3	3.8	2	2.5	12	15.0

rejected both of the alternatives. 30.4 percent of all respondents were in favor of both active programs. An additional 46.6 percent were in favor of one or the other of the two active accreditation program alternatives, making a total of 77.0 of the respondants in favor of some form of active accreditation program on the part of AECT. The response from AECT members was even stronger (78.8 percent). It should be pointed out, however, that this represented support on the part of program chairmen and heads, not college deans or university administrators.

The remaining items on the survey were concerned with how an accreditation program might be organized. The results for these items are

presented in Table Nine. Viewing these responses in their totality it would appear that any accreditation should be by a combination of degree level and program thrust--such as Mater's degree programs to train media managers or a Specialist program to prepare media product developers--rather than a blanket accreditation for graduate media programs. The

TABLE NINE: Reactions to Possible Organization of Accreditation Program

	YES		BLANK		NO	
	n	%	n	%	n	&
Accreditation by Program Thrust						
Total Sample:	55	52.3	26	24.7	24	22.8
AECT Members:	46	57.5	18	22.5	16	20.0
Accreditation by Degree Level						
Total Sample:	58	55.1	16	15.2	31	29.5
AECT Members:	47	58.8	11	13.8	22	27.5
Single Accreditation for Total Program						
Total Sample:	31	29.5	24	22.8	50	47.5
AECT Members:	22	27.5	18	22.5	40	50.0

only alternative that was totally rejected by respondants (by almost a two to one margin) was the single accreditation for all aspects of the total media program.

CONCLUSIONS AND RECOMMENDATIONS

General conclusions from the survey would include the fact that program directors are aware of current efforts on the part of AECT to support and strengthen graduate programs in educational media and technology but that such efforts at present are having little impact on program design. There is strong support from the field for the continuation and improvement of current efforts and for the establishment of some form of a formal, active accreditation program conducted by AECT. Analysis of the responses to the survey, lead to the general conclusion that there is much more that can and should be done by AECT in the area of program accreditation.

Such survey data, however, is not the only factor which can be considered in determining policy recommendations. An exploration of political and financial considerations during open hearings lead to a decision on the part of the Accreditation Committee not to recommend that AECT establish an accreditation program at this time and to recommend to the AECT Board of Directors that the Committee charge be changed to...

> General Assignment: develop activities that will identify, recognize, and support the development of quality educational technology instructional programs. Specific activities to include:
>
> (1) revision of current AECT Guidelines for Media in Educational Programs to conform with the new NCATE evaluation criteria;
>
> (2) clarify the accreditation of instructional technology graduate programs within the NCATE accreditation process, work to ensure members of AECT on NCATE evaluation teams, and publish a listing of NCATE accredited instructional technology graduate programs;

(3) work with the Curriculum Survey Task Force to ensure reflections of program quality in the program directory that is under development;

(4) work with the Post Secondary Guidelines Task Force(s) and such organizations as NASTEMP to incorporate criteria dealing with educational technology in state program approval procedures and regional accrediting criteria;

(5) explore with established accreditation agencies and such other interested organizations as ASTD and NSPI the possibility of jointly accrediting programs which are aimed at placement within non-school agencies; and

(6) continue to monitor the need for establishing an independent accreditation program by AECT as determined by the success or failure of currently planned activities.

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Petersen, D.G., :accrediting Standards and Guidelines: A Profile," Educational Record, Volume 59, Number 4, Fall 1978, pages 305-313.

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Young, K.E., "Evaluating Institutional Effectiveness," Educational Record, Volume 57, Number 1, Winter 1976, pages 45-52.

APPENDIX A

DEGREE PROGRAMS IN INSTRUCTIONAL TECHNOLOGY

The institutions surveyed in this study were those which had been identified as offering formal degree programs in instructional technology/ educational media in one or more of the following directories:

(1) EDUCATIONAL MEDIA YEARBOOK, James W. Brown, editor. New York: R.R. Bowker Company, 1978.

(2) GRADUATE DEGREE PROGRAMS IN INSTRUCTIONAL TECHNOLOGY 1978-79, John W. Ellison. Washington: Association for Educational Communications and Technology, 1978.

(3) INSTRUCTIONAL TECHNOLOGY GRADUATE DEGREE PROGRAMS IN U.S. COLLEGES AND UNIVERSITIES 1969-71, L.C. Larson. Washington, D.C.: Association for Educational Communications and Technology, 1971.

(4) FOUR YEAR COLLEGES AND GRADUATE PROGRAMS OFFERING CURRICULA IN EDUCATIONAL TECHNOLOGY AND MEDIA, Leadership Training Institute, University of Maryland School of Library Science. Washington, D.C.: Association for Educational Communications and Technology, 1973.

(5) REPORT OF MASTERS PROGRAMS IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY, Jenny K. Johnson, editor. Washington, D.C.: International Division of the Association for Educational Communications and Technology, January 1979.

The source of information for each of the programs surveyed is indicated by the numbers (keyed to the directories listed above) in the right-hand column below. The different degrees offered by the institutions is indicated by the code letters: U = undergraduate, M = Master's, S = Specialist, and D = Doctoral. The institutions are listed alphabetically by states. Those institutions which did not respond to the survey are in italic type. The name of the individual responsible for the program is listed for the responding institutions.

STATE	INSTITUTION	DEGREES OFFERED	SOURCE OF INFORMATION
ALABAMA			
	ALABAMA A&M UNIVERSITY, School of Library Media, Normal AL 35762 (Howard Ball, Dean)	M	1
	AUBURN UNIVERSITY, Department of Educational Media, Auburn AL 36830 (Dan Wright, Head)	M/S	1/2/3

UNIVERSITY OF SOUTH ALABAMA, Educational Media Department, Mobile AL 36688 (James Thompson)	U/M	4
ALASKA		
ARIZONA		
ARIZONA STATE UNIVERSITY, Educational Technology, College of Education, Tempe AZ 85281 (Norman C. Higgins, Chairman)	M/D	1/3/5
UNIVERSITY OF ARIZONA, Secondary Education/Educational Media, College of Education, Tucson AZ 85721 (Raymond L. Klein, Chairman)	M/S/D	1/5
ARKANSAS		
UNIVERSITY OF ARKANSAS, Instructional Resources, College of Education, Fayetteville AR 72701 (Donald E. Bumpass)	M/S	1/2/5
UNIVERSITY OF CENTRAL ARKANSAS, Educational Media/Library Science, College of Education, Conway AR 72032 (Cecil Garrison, Chairman)	U/M	1/2/5
CALIFORNIA		
CALIFORNIA STATE COLLEGE AT DOMINGQUEZ HILLS, Educational Media Program, School of Education, Dominguez Hills CA 90747	---	*4*
CALIFORNIA STATE COLLEGE AT SAN BERNARDINO, Media Department, School of Education, San Bernardino CA 92407 (R.A. Senour, Director)	U/M	1
CALIFORNIA STATE UNIVERSITY AT CHICO, Center for Information and Communication Studies, Chico CA 95926	*M*	*1*
CALIFORNIA STATE UNIVERSITY AT LONG BEACH, Department of Instructional Media, School of Education, Long Beach CA 90840 (Richard J. Johnson, Chairman)	M	1/2/3/4/5
CALIFORNIA STATE UNIVERSITY AT LOS ANGELES, Instructional Media Program, Secondary Education, College of Education, Los Angeles CA 90032 (Eric Parks)	M	3/4

SAN DIEGO STATE UNIVERSITY, Educational Technology, College of Education, San Diego CA 92182 (Patrick Harrison)	U/M	1/2/3/4/5
SAN JOSE STATE UNIVERSITY, Department of Instructional Technology, School of Education, San Jose CA 95192 (Harold H. Hailer, Chairman)	M	1/2/3/4/5
UNITED STATES INTERNATIONAL UNIVERSITY, Instructional Technology, School of Education, San Diego CA 92931 (Dale G. Hamreus, Dean)	D	1/3
UNIVERSITY OF CALIFORNIA AT LOS ANGELES, Product Research and Training, Graduate School of Education, Los Angeles CA 90024	*D*	*1/3*
UNIVERSITY OF SAN FRANCISCO, Instructional Media Department, School of Education, San Francisco CA 94117	---	*4*
UNIVERSITY OF SOUTHERN CALIFORNIA, Department of Instructional Technology, School of Education, Los Angeles CA 90007	*M/S/D*	*1/2/3/4/5*
COLORADO		
UNIVERSITY OF COLORADO AT BOULDER, Educational Technology, School of Education, Boulder CO 80309 (Robert E. de Kieffer, Program Coordinator)	M/S/D	1/2/3/4/5
UNIVERSITY OF COLORADO AT DENVER, Educational Media Program, School of Education, Denver CO 80202 (Bettie R. Helser, Chair)	M	1/4
UNIVERSITY OF NORTHERN COLORADO, Educational Media, College of Education, Greeley CO 80639 (D. Harold Bowman, Chairman)	M/S	1/2/3/4
CONNECTICUT		
FAIRFIELD UNIVERSITY, Educational Media Department, Graduate School of Education, Fairfield CT 06630	*M/S*	*1/2*
UNIVERSITY OF BRIDGEPORT, Instructional Technology, College of Education, Bridgeport CT 06602 (David M. Silverstone, Director)	M/S	1/4

UNIVERSITY OF CONNECTICUT, Center for Instructional Media and Technology, Storrs CT 06268 (Philip J. Sleeman, Director)	M/S/D	1/2/3/4
DELAWARE		
DISTRICT OF COLUMBIA		
CATHOLIC UNIVERSITY, Center for Instructional Technology, School of Education, Washington DC 20017 (Joseph A. Tucker, Coordinator)	M/D	1/4
FLORIDA		
FLORIDA A&M UNIVERSITY, Library Science and Educational Technology, Tallahassee FL 32307	---	*4*
FLORIDA STATE UNIVERSITY, Educational Research, Development and Foundations, College of Education, Tallahassee FL 32306 (Ken Brewer, Head)	U/M/D	1/2/3/5
NOVA UNIVERSITY, Learning Technology, Division of Behavioral Sciences, Fort Lauderdale FL 33314 (Ethel M. Raddon, Director)	M	1/5
UNIVERSITY OF CENTRAL FLORIDA, Department of Teaching Analysis, College of Education, Orlando FL 32807 (Donna J. Toler)	U/M	1
UNIVERSITY OF FLORIDA, Educational Media and Instructional Design, Division of Instructional Leadership and Support, Gainesville FL 32611 (Lee Mullally)	M/S/D	1/4
UNIVERSITY OF SOUTH FLORIDA, Graduate Department of Library, Media, and Information Studies, Tampa FL 33620 (John A. McCrossan, Chairman)	M/S	---
GEORGIA		
GEORGIA SOUTHERN UNIVERSITY, Library Media Program, School of Education, Statesboro GA 30458 (Walter L. Brown)	U/M/S	1/4
GEORGIA STATE UNIVERSITY, Department of Curriculum and Instruction, College of Education, Atlanta GA 20303	*M/S*	*1*

UNIVERSITY OF GEORGIA, Department of Educational Media and Librarianship, College of Education, Athens GA 30602 (Bill Hug, Chairman)	M/S	1/2/3/4/5
WEST GEORGIA COLLEGE, Library Media Department, School of Education, Carrollton GA 30117	*M*	---

HAWAII

UNIVERSITY OF HAWAII, Educational Communications and Technology, College of Education, Honolulu HI 96822 (Geoffrey Kucera, Chairman)	M	1/2/3/4/5

IDAHO

ILLINOIS

CHICAGO STATE UNIVERSITY, Department of Library Science and Communication Media, Chicago IL 60628 (Marion W. Taylor, Chairman)	U/M	1
EASTERN ILLINOIS UNIVERSITY, School Service Personnel, School of Education, Charleston IL 61920 (Robert C. Wiseman, Chairman)	M/S	1/2/3/4
ILLINOIS STATE UNIVERSITY, Department of Information Services, Normal IL 61761	*M*	*1/4*
NATIONAL COLLEGE OF EDUCATION, Library and Instructional Media, Evanston IL 60201 (E. Arthur Stunard)	M/S	1
NORTHERN ILLINOIS UNIVERSITY, Instructional Technology Department, College of Education, DeKalb IL 60115 (Dennis E. Sheriff, Chairman)	M/D	1/2/3/4
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE, Department of Curriculum, Instruction, and Media, College of Education, Carbondale IL 62901 (Billy G. Dixon)	U/M/S/D	1/2/3/4/5
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE, Department of Instructional Technology, School of Education, Edwardsville IL 62026	*M/S/D*	*1/2/3/4*
UNIVERSITY OF ILLINOIS, Department of Educational Psychology, School of Education, Urbana IL 61801	*M/D*	*3/4*

WESTERN ILLINOIS UNIVERSITY, Department of Learning Resources, Macomb IL 61455 (Don Crawford, Chairman)	U/M	1
INDIANA		
INDIANA STATE UNIVERSITY, Division of Educational Media, Department of Graduate Studies, Terre Haute IN 47809 (Robert George, Director)	U/M	1/2/3/5
INDIANA UNIVERSITY, Instructional Systems Technology, School of Education, Bloomington IN 47401 (Robert Heinich, Chairman)	M/S/D	1/2/3/4/5
PURDUE UNIVERSITY, Instructional Research and Development, Department of Education, West Lafayette IN 47907 (James D. Russell)	M/S/D	1/2/3/4/5
UNIVERSITY OF EVANSVILLE, Learning Resources, School of Education, Evansville IN 47702	*M*	*1*
IOWA		
IOWA STATE UNIVERSITY, Professional Studies, College of Education, Ames IA 50010 (Roger Volker)	M/D	1/2/3/4
UNIVERSITY OF IOWA, Instructional Design and Technology, College of Education, Iowa City IA 52240 (Lowell Schoer, Chairman)	M/S/D	2/3/5
UNIVERSITY OF NORTHERN IOWA, Educational Media, Division of Education, Cedar Falls IA 50613	*U/M*	*1/2/3/4*
KANSAS		
KANSAS STATE UNIVERSITY, Educational Media and Technology, College of Education, Manhattan KS 66506 (Fred A. Teague)	M/D	1/2/3/4/5
KENTUCKY		
UNIVERSITY OF KENTUCKY, Department of Curriculum and Instruction, College of Education, Lexington KY 40506	*M*	*1/3/4*
UNIVERSITY OF LOUISVILLE, School of Education, Louisville KY 40208	*M*	*5*

LOUISIANA

LOUISIANA STATE UNIVERSITY, Instructional Resources Center, School of Education, Baton Rouge LA 70803 (Charlie Roberts Jr., Director)	M/S/D	1/4/5
LOYOLA UNIVERSITY OF NEW ORLEANS, Educational Media Department, Education Division, New Orleans LA 70118	*M*	*1*
McNeese State University, Department of Educational Technology, Lake Charles LA 70609 (Elmer H. Wagner, Head)	M/S	1/4
NORTHEAST LOUISIANA UNIVERSITY, Educational Media Center, College of Education, Monroe LA 71209 (Bill L. Perry, Director)	M/S	1/5
SOUTHERN UNIVERSITY, Department of Communication and Instructional Technology, College of Education, Baton Rouge LA 70813	*M*	*1/3*

MAINE

MARYLAND

TOWSON STATE UNIVERSITY, Department of Instructional Technology, Towson MD 21204 (Gary Rosecrans, Chairman)	U/M	1/4
UNIVERSITY OF MARYLAND, Department of Educational Policy, Planning, and Administration, College of Education, College Park MD 20742 (Donald Warren, Chairman)	M/S/D	1/2/3/5

MASSACHUSETTS

BOSTON UNIVERSITY, Department of Educational Media and Technology, School of Education, Boston MA 02215 (Gaylen B. Kelly, Chairman)	M/S/D	1/2/3/4/5
BRIDGEWATER STATE COLLEGE, Department of Media and Librarianship, Bridgewater MA 02324 (Alan Lander, Chairman)	M	4
UNIVERSITY OF MASSACHUSETTS, Media, School of Education, Amherst MA 01003 (Reginald G. Damerell)	M/D	3/4

WORCESTER STATE COLLEGE, Department of Media, Worcester MA 01602 (William Joyce, Chairman)	M	1
MICHIGAN		
MICHIGAN STATE UNIVERSITY, Instructional Development and Technology, College of Education, East Lansing MI 48824	*M/S/D*	*1/2/3/4/5*
UNIVERSITY OF MICHIGAN, Office of Educational Communication, Division of Curriculum and Instruction, School of Education, Ann Arbor MI 48109	*M/D*	*1*
WAYNE STATE UNIVERSITY, Instructional Technology Program, Educational Leadership Division, College of Education, Detroit MI 48212 (John W. Childs, Coordinator)	M/S/D	1/4
WESTERN MICHIGAN UNIVERSITY, Education and Professional Development, College of Education, Kalamazoo MI 49008	*M/D*	*2/3/4/5*
MINNESOTA		
MANKATO STATE UNIVERSITY, Instructional Media and Technology, Mankato MN 48212	*M*	*1*
ST. CLOUD STATE UNIVERSITY, Center for Library and Audiovisual Education, College of Education, St. Cloud MN 56001 (John Berling)	U/M/S	1/2/3/4/5
UNIVERSITY OF MINNESOTA, Curricular and Instructional Systems, College of Education, Minneapolis MN 55455 (Robert Tennyson, Director)	M/D	1/2/3/4/5
MISSISSIPPI		
JACKSON STATE UNIVERSITY, Department of Library Science, Jackson MS 39217 (W. Brockford Gordon)	M	---
UNIVERSITY OF MISSISSIPPI, School of Education, University MS 38677	*M*	*1*
UNIVERSITY OF SOUTHERN MISSISSIPPI, Education Foundation, Hattiesburg MS 39404	*M*	*1/4*

MISSOURI		
CENTRAL MISSOURI STATE UNIVERSITY, Department of Library Science and Instructional Technology, Warrensburg MO 64093 (Bette Cooke, Head)	M/S	1/2/3/4/5
UNIVERSITY OF MISSOURI - COLUMBIA, Educational Media, School of Education, Columbia MO 65201 (Arni Dunathan, Coordinator)	U/M/S/D	1
WEBSTER COLLEGE, Media/Arts, St. Louis MO 63119	*M*	*2/5*
MONTANA		
NEBRASKA		
UNIVERSITY OF NEBRASKA - LINCOLN, Department of Educational Administration, Teacher's College, Lincoln NE 68588 (Dale K. Hayes)	M	2/5
NEVEDA		
UNIVERSITY OF NEVEDA, Educational foundations and Media, College of Education, Reno NV 89557	*M*	*1*
NEW HAMPSHIRE		
NEW JERSEY		
SETON HALL UNIVERSITY, Division of Educational Media, S. Orange NJ 07079 (Rosemary W. Skeele, Director)	M/S	1/4
TRENTON STATE COLLEGE, Media Communication Science, Trenton NJ 08625	*M*	*1/4*
WILLIAM PATTERSON COLLEGE, Elementary Education--Media Services, Wayne NJ 07470 (Ernest Siegel, Director)	U/M	1
NEW MEXICO		
EASTERN NEW MEXICO UNIVERSITY, Media Department, School of Education, Portales NM 88130	*M*	*1*
NEW YORK		
COLUMBIA UNIVERSITY, Department of Curriculum and Teaching, Teacher's College, New York NY 10027 (Robert Holloway)	M/S/M	1/2/3/4

FORDHAM UNIVERSITY, Communication Department, New York NY 10458 (Ralph Dengler, Chairman)	U/M	1/4
HOFSTRA UNIVERSITY, Instructional Communications, Department of Educational Administration, School of Education, Hempstead NY 11550	*M*	*3*
ITHACA COLLEGE, Educational Communications, School of Communication, Ithaca NY 14850	*M*	*5*
NEW YORK UNIVERSITY, Curriculum and Instruction, New York NY 10003	*M/S/D*	*1/3/4*
ROCHESTER INSTITUTE OF TECHNOLOGY, Department of Instructional Technology, Rochester NY 14623 (Clint Wallington, Chairman)	U/M	1/2/5
ST. JOHN'S UNIVERSITY, Library and Information Science, Jamaica NY 11439	*M*	*1*
STATE UNIVERSITY COLLEGE AT GENESEO, School of Library and Information Science, Geneseo NY 14454	*M*	*1*
STATE UNIVERSITY COLLEGE AT OSWEGO, Audio-visual Communications and Technology, School of Education, Oswego NY 13126 (Richard D. Hubbard, Chairman)	M	1
STATE UNIVERSITY COLLEGE AT POTSDAM, Department of Professional Studies, Potsdam NY 13676 (Norman Licht)	M	5
STATE UNIVERSITY OF NEW YORK AT ALBANY, Educational Communications, School of Education, Albany NY 12222 (Clarence Bergeson, Coordinator)	M/S	1/3/4/5
STATE UNIVERSITY OF NEW YORK AT BUFFALO, Instructional Communications, School of Education, Buffalo NY 14260 (Taher A. Razik)	M/D	1/2/3
SYRACUSE UNIVERSITY, Instructional Design, Development and Evaluation, School of Education, Oswego NY 13210 (Philip Doughty, Chairman)	M/S/D	1/2/3/4/5
NORTH CAROLINA		
EAST CAROLINA UNIVERSITY, Department of Library Science, Greeville NC 27834 (Gene D. Lanier, Chairman)	U/M	1

NORTH CAROLINA A&T STATE UNIVERSITY, Division of Educational Media, School of Education, Greensboro NC 27411 (Ralph L. Wooden Sr.)	M	1
NORTH CAROLINA CENTRAL UNIVERSITY, Media, College of Education, Durham NC 27707 (Marvin E. Duncan, Director)	M	1
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Educational Media and Instructional Design, School of Education, Chapel Hill NC 27514 (Ralph E. Wileman)	M/D	5
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, Library Science/Educational Technology, School of Education, Greensboro NC 27412 (David H. Jonassen)	M/S	1/4
WESTERN CAROLINA UNIVERSITY, Educational Media Program, School of Education, Cullowhee NC 28723 (Paul S. Flynn, Coordinator)	U/M/S	1

NORTH DAKOTA

OHIO

BOWLING GREEN STATE UNIVERSITY, Department of Library and Educational Media, College of Education, Bowling Green OH 43403	*U/M*	*1*
KENT STATE UNIVERSITY, Educational Media and Technology Program, Division of Curriculum and Instruction, School of Education, Kent OH 44242 (Donald C. Beckwith, Coordinator)	U/M/S/D	1/2/3/4
MIAMI UNIVERSITY, Department of Educational Media, School of Education, Oxford OH 45056 (Edward F. Newren, Chairman)	U/M	1
OHIO STATE UNIVERSITY, Educational Communications Program, Educational Foundations and Research, School of Education, Columbus OH 43210 (John C. Belland, Coordinator)	M/D	1/2/4
OHIO UNIVERSITY, School of Curriculum and Instruction, Athens OH 45701 (Seldon D. Strother, Director)	U/M	4
UNIVERSITY OF TOLEDO, Educational Technology School of Education, Toledo OH 43606 (Amos C. Patterson, Chairman)	U/M/S/D	1/2/3/4/5

WRIGHT STATE UNIVERSITY, Division of Library and Communication Science, College of Education, Dayton OH 45434 (Bonnie K. Mathis)	U/M	1/2
OKLAHOMA		
OKLAHOMA STATE UNIVERSITY, Curriculum and Instruction Department, Stillwater OK 74074	*M*	*1/4*
UNIVERSITY OF OKLAHOMA, Educational Technology Program, College of Education, Norman OK 73019 (Tillman J. Ragan, Area Chairman)	M/D	1/2/3/4
OREGON		
OREGON COLLEGE OF EDUCATION, Educational Media Program, Monmouth OR 97361 (Richard C. Forcier, Director)	M	1/2
PORTLAND STATE UNIVERSITY, Program in Educational Media, School of Education, Portland OR 97207 (Joyce Petrie, Coordinator)	M	5
UNIVERSITY OF OREGON, Instructional Technology Studies, College of Education, Eugene OR 97401 (Gary W. Ferrington, Coordinator)	M	1/2/5
PENNSYLVANIA		
CLARION STATE COLLEGE, School of Communication, Clarion PA 16214 (James H. Cole, Dean)	U/M	1/2/3/4/5
INDIANA UNIVERSITY OF PENNSYLVANIA, Communications Media, School of Education, Indiana PA 15701 (Ronald A. Juliette, Chairman)	U/M	1/2/3/4
MILLERSVILLE STATE COLLEGE, Department of Educational Media, Millersville PA 17551 (Keith E. Yoder, Chairman)	U	4
PENNSYLVANIA STATE UNIVERSITY, Instructional Systems, Division of Curriculum and Instruction, University Park PA 16802 (Paul Welliver)	M/D	1/3/5
SHIPPENSBURG STATE COLLEGE, Department of Communications, Shippensburg PA 17257 (Audun J. Olsen)	M	1/4
TEMPLE UNIVERSITY, Educational Media Department, College of Education, Philadelphia PA 19122 (Minaruth Galey, Chairman)	M	1/2/3/4/5

UNIVERSITY OF PITTSBURGH, Educational Communications and Technology, Division of Professional Development, Pittsburgh PA 15260	*M/D*	*1/5*
WEST CHESTER STATE COLLEGE, Instructional Media, Department of Education, West Chester PA 19380	*M/S*	*1/2/3/4*
RHODE ISLAND		
RHODE ISLAND COLLEGE, Department of Instructional Technology, Providence RI 02908 (James J. Kenney, Chairman)	M/S	1/5
SOUTH CAROLINA		
UNIVERSITY OF SOUTH CAROLINA, Department of Media Arts, Columbia SC 29208	*M*	*5*
SOUTH DAKOTA		
UNIVERSITY OF SOUTH DAKOTA, Library Media Department, School of Education, Vermillion SD 57069	*M*	*1/4*
TENNESSEE		
EAST TENNESSEE STATE UNIVERSITY, Department of Media Services, College of Education, Johnson City TN 37601 (Ted C. Cobun)	M	1/2/3/4/5
MIDDLE TENNESSEE STATE UNIVERSITY, Curriculum Materials Center, Education Division, Murfreesboro TN 37132	*M*	*1/4/5*
UNIVERSITY OF TENNESSEE, Media Program, Department of Curriculum and Instruction, College of Education, Knoxville TN 37916 (Alfred D. Grant, Coordinator)	M	1/5
TEXAS		
EAST TEXAS STATE UNIVERSITY, Department of Educational Media and Technology, School of Education, Commerce TX 75428 (Robert L. Titus, Acting Head)	M/S/D	1/2/3/4/5
PRAIRIE VIEW A&M UNIVERSITY, Department of Educational Technology, Prairie View TX 77445 (Marion Henry, Chairman)	M	1

TEXAS A&M UNIVERSITY, Educational Technology Program, College of Education, College Station TX 77843 (Francis E. Clark, Director)	M/D	5
UNIVERSITY OF HOUSTON, Learning Resources Center, College of Education, Houston TX 77004 (Betty Biship, Director)	M	1
UNIVERSITY OF TEXAS, Educational Communications/Media, Department of Curriculum and Instruction, Austin TX 78712	*M/D*	*1/2/3/5*
UTAH		
BRIGHAM YOUNG UNIVERSITY, Department of Instructional Science, College of Education, Provo UT 84602 (Larrie E. Gale)	M/S/D	1/2/3/4/5
UNIVERSITY OF UTAH, Media for Instruction, School of Education, Salt Lake City UT 84112 (James G. Butterbaugh, Chairman)	U/M	1/2/3/4/5
UTAH STATE UNIVERSITY, Department of Instructional Media, College of Education, Logan UT 84322 (Don C. Smellie, Head)	*M/S/D*	*1/2/3/5*
VERMONT		
VIRGINIA		
JAMES MADISON UNIVERSITY, Department of Library Science and Educational Technology, Harrisonburg VA 22801 (Raymond Ramquist, Head)	U/M	1
OLD DOMINION UNIVERSITY, Educational Media Department, School of Education, Norfolk VA 23508	*M*	*4*
RADFORD COLLEGE, Instructional Support Services, Radford VA 24142 (Gary Ellerman)	M	1/5
UNIVERSITY OF VIRGINIA, Department of Curriculum and Instruction, School of Education, Charlottesville VA 22903	*M/S/D*	*1/3/4*
VIRGINIA STATE COLLEGE, Department of Library Science and Educational Media, School of Education, Petersburg VA 23803	*U/M*	

WASHINGTON		
CENTRAL WASHINGTON UNIVERSITY, Division of Education, Ellensburg WA 98926 (Alexander H. Howard Jr.)	U/M	1/5
EASTERN WASHINGTON UNIVERSITY, Audiovisual Program, Education Department, Cheney WA 99004 (Thomas Keith Midgeley)	M	1
UNIVERSITY OF WASHINGTON, Department of Educational Communications, School of Education, Seattle WA 98195	*M/D*	*1/2/3/4/5*
WASHINGTON STATE UNIVERSITY, Instructional Media Services, Department of Education, Ullman WA 99164 (John A. Davis, Director)	U/M/D	1
WEST VIRGINIA		
MARSHALL UNIVERSITY, Department of Educational Media, Huntington WV 25701 (Walter C. Felty, Chairman)	U/M/S	1/5
WISCONSIN		
UNIVERSITY OF WISCONSIN, Instructional Technology Program, Department of Curriculum and Instruction, School of Education, Madison WI 53706	*M/D*	*1/3/4*
UNIVERSITY OF WISCONSIN - LACROSSE, Educational Media Program, College of Education, LaCrosse WI 54601 (Clyde Greve, Director)	U/M	1/2/3/4
UNIVERSITY OF WISCONSIN - STOUT, Media Technology, Graduate College, Menomonie WI 54751 (James R. Dames, Program Director)	M	1/2/3/5
WYOMING		
UNIVERSITY OF WYOMING, Educational Communications and Techhology, College of Education, Laramie WY 82071 (Ray Clark)	U/M/S/D	5

APPENDIX B

SAMPLE OF SURVEY INSTRUMENT

The instrument which appears on the following pages has been reduced from a size of 8½ inches by 14 inches so that it would fit within the page size of this report.

AECT ACCREDITATION QUESTIONNAIRE

Name & Title of Program Head _____

Department/Program Designation _____

Mailing Address _____

_____

_____

Phone Number _____

In the November 1974 issue of *Audiovisual Instruction*, AECT published *"Guidelines for Advanced Programs in Educational Communications and Technology."* We are interested in the effect, if any, that these guidelines have had on the design of your program. Please check any of the following blanks that are appropriate to your and your program:

- ☐ I am aware of the 1974 AECT guidelines.
- ☐ The AECT guidelines were *considered* in the design of our program.
- ☐ Our program *closely follows* the criteria set forth in the AECT guidelines.

The AECT guidelines specify three major thrusts for instructional programs in the area of educational technology--*media management, media product development,* and *instructional program development.* We are interested in the extent of instruction currently available in these areas. Please indicate the thrust and degree levels of instruction available within your institution by checking the appropriate blanks on the following matrix. Please interpret your program titles to fit with the AECT categories.

	DEGREE LEVELS				
PROGRAM THRUST	Technician (2 year)	UnderGrad (4 year)	Master's (5th Year)	Specialist (6th Year)	Doctoral
Media Management					
Media Product Development					
Instructional Program Development					
other (specify)					
other (specify)					

Please indicate the current accreditation standing of your program/institution by checking the appropriate blanks below:

We are currently accredited by:

___ NCATE

___ Regional Accrediting Association

___ ALA

___ State Department (approved certification program)

___ Other (specify) _____

One area of concern to the Committee is the effect that an accreditation program might have on the growth and development of instructional programs. Please react to the following statements by marking the number which corresponds most closely to your current opinion:

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
An established accreditation program by AECT would assist me in getting stronger institutional support for the educational technology program.	1	2	3	4	5

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Participation by my institution in an established AECT accreditation program would assist graduates of my program in job placement.	1	2	3	4	5
If the program were well established, I would take the accreditation standing of an institution into consideration in hiring faculty for my program.	1	2	3	4	5
An established AECT accreditation program would have an effect on program thrust and design within my institution.	1	2	3	4	5

The efforts of the AECT Accreditation Committee are aimed toward the strengthening of educational technology instructional programs. There is a large number of different activities which the Association could engage in which would contribute toward such a goal. Indicate which of the following activities that you think we should explore by checking the appropriate blank. Check *all* of the activities that AECT should consider.

	yes	no
An independent, full-fledged accreditation program with institutional self-study and visitation teams.	☐	☐
An accreditation program focused on just the educational technology program and built upon prior accreditation of the institution by NCATE or regional accrediting associations	☐	☐
The development and publication of criteria for use by regional accreditation associations and such professional groups as NCATE.	☐	☐
Publication of a directory which lists and describes the program, facilities, faculty, etc., of existing instructional programs in the area of educational technology.	☐	☐
Accreditation of instructional programs should be by program thrust.	☐	☐
Accreditation of instructional programs should be by degree levels.	☐	☐
There should be a single accreditation process for all aspects of the institution's instructional program.	☐	☐

Other (please describe) _____

If you have any opinions on the direction that activities to strengthen instructional programs in educational technology (including accreditation) might take, please feel free to use the following space for comments.